

NORD ANGLIA EDUCATION

GRADE 11 - LONG TERM PLAN 2009 - 2010

SEMESTER 1 - A Healthy Life

2.2

1.1

1.2

2.1

2.2

WEEKS

WEEKS

WEEKS

WEEKS

Discussion

Discussion

Exposition

Exposition

Explanation

Exposition

Narrative

Information report

Supporting
Talking and
Listening

identify ways in which speakers use explanation, argument (for and against) and rhetoric to engage and influence a range of audiences
identify and discuss the effect of codes and conventions of

listen to and present a range of factual, and technical texts, discussions and arguments
listen and respond to extended texts that explore and discuss personal and public worlds and identify and describe the ways values, perspectives and feelings are expressed through spoken texts in different cultures

identify ways in which speakers use narrative, argument (for and against) and rhetoric to engage and influence a range of audiences
prepare and deliver informative presentations about issues that affect individuals and the wider community and respond to questions from the audience

listen to and present a range of factual and technical texts, discussions and arguments
use spoken language to explore unfamiliar topics and issues by asking questions and suggesting possibilities and

speech to shape tone, mood and atmosphere in spoken texts
listen to and present a range of factual and technical texts, discussions and arguments
listen and respond to extended texts that explore and discuss personal and public worlds and identify and describe the ways values, perspectives and feelings are expressed through spoken texts in different cultures
prepare and deliver informative presentations about issues that affect individuals and the wider community and respond to questions from the audience

perspectives and feelings are expressed through spoken texts in different cultures
identify ways in which speakers use argument (for and against) and rhetoric to engage and influence a range of audiences
assess the quality, validity and utility of ideas and information presented in extended spoken texts
engage in one-to-one and group discussion reflecting on their study of English and identifying strengths and areas for development

use spoken language to explore unfamiliar topics and issues by asking appropriate and relevant questions and suggesting possibilities and alternatives
listen to and present a range of factual, imaginative and technical texts, discussions and arguments

identify ways in which speakers use reporting and argument (for and against) to engage and influence their audiences
listen and respond to extended texts that explore and discuss personal and public worlds, and identify and describe the ways values, perspectives and feelings are expressed through spoken texts in different cultures
engage in one-to-one and group discussion, reflecting on their study of English and identifying strengths and areas for development

Reading

read and view unfamiliar texts, using literal and interpretive levels of comprehension to develop a consistent personal response
investigate and assess relevant and reliable sources of information presented through a range of media to generate, clarify and organise ideas
examine and comment on the effectiveness of texts for particular technologies, purposes, audiences, and contexts and analyse how writers shape meaning by effective use

identify cultural values and assumptions in texts, and consider how different cultural contexts may influence responses
investigate and assess relevant and reliable sources of information presented through a range of media to generate, clarify and organise ideas
examine and comment on the effectiveness of texts for particular technologies, purposes, audiences and contexts and analyse how writers shape meaning by effective use of vocabulary, grammar and punctuation

examine the responses of others to texts, and compare them to their own responses, considering differences in contexts
investigate and assess relevant and reliable sources of information presented through a range of media to generate, clarify and organise ideas
recognise, understand and appreciate idiomatic and figurative language in written and visual texts
analyse and describe how composers use resources of language and technology to create discursive and imaginative texts in

examine the responses of others to texts, and compare them to their own responses, considering differences in contexts
investigate and assess relevant and reliable sources of information presented through a range of media to generate, clarify and organise ideas
identify key language patterns, structural features and emphases in texts, and identify and describe how particular texts may be influenced by other texts

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	<ul style="list-style-type: none"> of vocabulary, grammar and punctuation refer to texts and resources in presenting and supporting a point of view select and use reading and viewing strategies appropriate to particular purposes and tasks, such as skimming and scanning, close reading, selecting key information and predicting to interpret and respond to texts examine the responses of others to texts, and compare these to their own responses, considering differences in context 	<ul style="list-style-type: none"> analyse and describe how composers use the resources of language and technology to create discursive texts in different forms and media 	<ul style="list-style-type: none"> different forms and media read and view for information and pleasure a range of texts that relate to personal, social and cultural experience, knowledge and understanding 	<ul style="list-style-type: none"> analyse and synthesise information and ideas from a range of texts and sources to develop arguments use a variety of writing strategies for research and learning (e.g. note-making, quotation, summarising, paraphrasing and annotation) adapt texts into different forms, structures and media for different purposes, audiences and contexts compose texts that recognise and respond to cultural values and assumptions other than their own use a range of media technologies to compose factual and argumentative texts on a variety of topics document and assess the effectiveness of processes, resources and technologies used in individual and collaborative tasks 	<ul style="list-style-type: none"> analyse and synthesise information and ideas from a range of texts and sources to develop narratives and arguments review and correct their and others' texts for accuracy in grammar, punctuation and spelling, and for cohesion and coherence at the whole-text level experiment with ways of representing the real world factually and imaginatively to persuade and entertain audiences select from a repertoire of strategies to implement a consistent and effective editing process and to monitor and improve their own writing document and assess the effectiveness of processes, resources and technologies used in individual and collaborative tasks use a range of media technologies to compose imaginative, factual and argumentative texts on a variety of topics 	<ul style="list-style-type: none"> use a range of media technologies to compose factual and argumentative texts on a variety of topics experiment with ways of representing the real world factually to inform and persuade audiences use appropriate language forms, features and structures to compose texts for particular purposes, audiences and contexts examine and assess the effectiveness of their own and others' texts (exposition) according to agreed guidelines select from a repertoire of strategies to implement a consistent and effective editing process and to monitor and improve their own writing 	<ul style="list-style-type: none"> listen and respond to a range of authentic texts presented by proficient speakers of English in film, on television and radio, and through the internet assess the quality, validity and utility of ideas and information presented in extended spoken texts communicate with ease in one-to-one and small group conversation on topics of personal, vocational and community interest, and articulate and discuss their own processes of learning in collaborative and individual situations identify and question stereotypes and other generalisations follow the main idea and some supporting detail of spoken texts on familiar and unfamiliar topics and themes use appropriate volume, stress, intonation and pronunciation in sustained oral communication 	On-going content
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<ul style="list-style-type: none"> • identify and describe similarities and differences of subject matter, register, theme, style and text type between and among texts • distinguish between main and ancillary ideas and themes presented in texts and between fact and opinion • monitor the effectiveness of individual and collaborative learning processes, and resources and technologies used for learning • assess the quality, validity and utility of ideas and information presented in text 				
<ul style="list-style-type: none"> • experiment with language, structure and perspective to influence responses to texts • compose texts that recognise and respond to cultural values and assumptions other than their own • compare the effects of language and structures used in a range of texts • work individually and in groups to create websites, interactive and multimedia texts, using different available technologies to investigate, clarify, organise and present information and ideas • describe and monitor the developing style of their writing 				